

Seguin Independent School District
Koennecke Elementary School
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

To cultivate, inspire and empower students to grow and learn.

Vision

Exceptional students to exceptional citizens.

Value Statement

We believe Seguin ISD is at its best when:

- 1) All students are successful
- 2) All students are prepared for life after graduation
- 3) All schools provide a caring and safe environment
- 4) All staff feel valued
- 5) The entire community takes pride in our accomplishments

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Koennecke Elementary is one of the largest Elementary campuses in Seguin ISD with a student population of approximately 562 students. Koennecke is one of 4 bilingual campuses serving approximately 146 English Language Learners and a mobility rate of approximately 20.6%.

The ethnic breakdown has remained steady for the past year 3 years with approximately 2.3% African American, 66.5% Hispanic, 28% White and 1.8% Two or More Races.

Koennecke has 66.6% Economically Disadvantaged Students, 15.8 % English Language Learners, 51.8% At Risk, and 12.9% Special Education, 0% Migrant, .25% Homeless, 4% 504.

The teacher demographics for Koennecke are 33% Hispanic, 67% White, 10.1% Male and 89.9% Female. 3.3% are first year teachers with 48.3% having 1-5 years teaching experience. 23.4% have 6-10 years of experience, 11.5% have 11-20 years and 13.4% have over 20 years of experience.

Demographics Strengths

The demographics of Koennecke and Seguin ISD have remained relatively consistent.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate is below the target goal of 98%. **Root Cause:** Lack of education on the negative effects of missing school.

Student Learning

Student Learning Summary

The state accountability system measures four indexes- Student Achievement, Student Progress, Closing Performance Gaps, and Post Secondary Readiness. An accountability rating of "Met Standard" or "Improvement Required" were assigned to campuses and districts based on the scores earned in each index. Seguin ISD has earned a "Met Standard" rating since 2013.

Due to the changes in the law, in 2018 the state accountability system moved to a system that evaluates performance according to three domains:

- Student Achievement evaluates performance across all subjects for all students on state assessments; College, Career and Military Readiness (CCMR) indicators, and graduation rates.
- School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (measured by STAAR results) and the achievement of all students relative to district or campuses within similar economically disadvantaged percentages.
- Closing the Gaps uses disaggregated data to demonstrate differences among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators in the domain align the state accountability with the Every Student Succeeds Act (ESSA).

A Met Standard label was assigned for overall performance with 4 distinction designations in the areas of: Academic Achievement in Math, Closing Performance Gaps, Post Secondary Readiness, and Student Growth.

Student Learning Strengths

3-5 Grade Math have seen Master Level performance above 24%. Koennecke Elementary earned a Distinction in Math.

- 3rd Grade Math- 85.88% approaches and above with 24.71% Master Level Performance
- 4th Grade Math-85.11% approaches and above with 29.79% Master Level Performance
- 5th Grade Math- 88.24% approaches and above with 42.16% Master Level Performance

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th grade Reading overall performance 75% approaches or above with 16% Masters **Root Cause:** Lack of consistency in how content was taught, new teachers to the content area, having to replace teacher mid year, staffing issues

Problem Statement 2 (Prioritized): 4th grade Writing overall performance 74% approaches or above with 19% Masters **Root Cause:** Lack of consistency in how content was taught, new teachers to the content area, having to replace teacher mid year, staffing issues

School Processes & Programs

School Processes & Programs Summary

The committee has determined that instructional decisions made are based on data from state and local assessments through the Campus Leadership and Instructional Team. These decisions are documented in the CIP with funding allotments determined from needs supported by state and local data.

PLCs occur weekly on Thursdays during teachers' conferences periods. Vertical PLCs also occur every other week after school on Wednesdays.

School Processes & Programs Strengths

- Campus wide Intervention block built into the master schedule
- Campus wide RTI system, with monitor and review scheduled and executed monthly.
- Multiple extra-curricular activities to build and support the whole child.
- Campus wide PLC implementation with teachers and school leaders driving school improvement through the use of student data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student achievement is low in the area of writing across all grade levels. **Root Cause:** Inconsistent delivery of district writing.

Problem Statement 2 (Prioritized): Sub-population (SPED) have lower achievement results than the general populations. **Root Cause:** Limited professional development for general education teachers dealing with special needs students.

Problem Statement 3 (Prioritized): Dual Language is still a new program for our campus and we need more professional development **Root Cause:** Program is only in its 3rd year at Koennecke and implementing the Dual Language model is new to many of our bilingual teachers

Perceptions

Perceptions Summary

Staff Climate Surveys show that the campus majority reports that the school community is supportive of both academic and behavioral needs of students. The majority of staff feels that the campus administration is responsive and supportive of teacher needs and concerns.

Perceptions Strengths

- Koennecke offers students a variety of activities and program options including two way Dual Language.
- Koennecke's administrators make decisions that are in the best interest of students.
- Koennecke's mission and vision is clearly communicated throughout the campus.
- Koennecke has high learning standards for ALL students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parental volunteering and involvement **Root Cause:** Absence of proactive parent volunteer recruitment, COVID

Problem Statement 2: Lack of community involvement in school and classroom events **Root Cause:** Absence of proactive business partnership

Problem Statement 3 (Prioritized): Employee burnout is a concern **Root Cause:** Employees are overwhelmed with all the responsibilities and expectations of their position, hybrid teaching due to virtual and face to face students

Priority Problem Statements

Problem Statement 1: 4th grade Reading overall performance 75% approaches or above with 16% Masters

Root Cause 1: Lack of consistency in how content was taught, new teachers to the content area, having to replace teacher mid year, staffing issues

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 4th grade Writing overall performance 74% approaches or above with 19% Masters

Root Cause 2: Lack of consistency in how content was taught, new teachers to the content area, having to replace teacher mid year, staffing issues

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Sub-population (SPED) have lower achievement results than the general populations.

Root Cause 3: Limited professional development for general education teachers dealing with special needs students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of parental volunteering and involvement

Root Cause 4: Absence of proactive parent volunteer recruitment, COVID

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Employee burnout is a concern

Root Cause 5: Employees are overwhelmed with all the responsibilities and expectations of their position, hybrid teaching due to virtual and face to face students

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Dual Language is still a new program for our campus and we need more professional development

Root Cause 6: Program is only in its 3rd year at Koennecke and implementing the Dual Language model is new to many of our bilingual teachers

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Goals

Revised/Approved: October 27, 2020

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Koennecke Elementary will become an A-Rated campus in 2020-2021.

Evaluation Data Sources: State Accountability Summary





Summative Evaluation: None

<p>Strategy 1: Utilize the revised Seguin ISD Purposeful Planning Protocol, which includes TEKS Resource System, TEKS Resource System Year at a Glance, Lead4Ward, and district instructional frameworks by content.</p> <p>Strategy's Expected Result/Impact: All lesson plans will be aligned to the state curriculum with appropriate levels of rigor.</p> <p>Nov: Lesson plans are submitted in Google Drive and are reviewed by Instructional Leadership Team</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Refine essential practices for professional learning communities (PLCs) focusing on purposeful planning, instructional practices, intervention, and data analysis.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on all performance assessments.</p> <p>Nov. 60% of our grade levels are implementing foundations of the PLC model from Solution Tree.</p> <p>Jan. Agendas are submitted every two weeks to Leadership Team and follow recommended norms.</p> <p>Staff Responsible for Monitoring: Principal, Asst Principal, Campus Instructional Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Implement district writing framework, using Empowering Writers (4-5) and HMH K-3.</p> <p>Strategy's Expected Result/Impact: Improved academic performance on state and local assessments.</p> <p>Nov. Teachers are systematically inserting more writing opportunities for students K-5 with guidance from Writing Across the Curriculum Plan for Koennecke.</p> <p>Jan. Considerable Progress: Teachers provide samples of writing to Academic Coach for monitoring of WAC plan and are topics of discussion during PLCs.</p> <p>Goal for March: writing portfolios should demonstrate growth from WAC plan.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist, Principal/Asst. Principal</p> <p>Funding Sources: registration for Empowering Writers Workshop - 211 Title I A FY2021 - 211.13.00.109.0.24.000.6299, Subs for Empowering Writers Workshop - 211 Title I A FY2021 - 211.11.00.109.0.24.000.6112</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: All K-5 ELA classes will divide their time allotments into 3 blocks: Word study, Reading Workshop and Writing Workshop</p> <p>Strategy's Expected Result/Impact: Improved academic performance on K-5 performance assessments.</p> <p>Nov: Schedules have been submitted for approval and all have correct allotments of time.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Every grade level will have a 45 minute intervention block to provide more intensive support for Tier 2 and Tier 3 students along with any student who may need reteach.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Classes K-5 will implement a guided reading and/or guided math block as part of Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students reading on grade level.</p> <p>Nov. Schedules have been submitted to instructional leadership for approval and monitoring of GR blocks.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist, Principal, Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Provide K-5 teachers targeted content support through professional development and learning.</p> <p>Strategy's Expected Result/Impact: Improved student performance on state and local assessments.</p> <p>Nov. Considerable Progress, 1st and 2nd grade teachers were provided writing training.</p> <p>Jan. Considerable Progress, Teachers are implementing strategies learned and are documented in lesson plans.</p> <p>Staff Responsible for Monitoring: Principal/Asst Principal and Campus Instructional Specialist</p> <p>Funding Sources: Registration for Reg. 20 Math Escape Room STAAR Review - 211 Title I A FY2021 - 211.13.00.109.0.24.000.6239, subs for Reg. 20 Math Escape Room STAAR Review - 211 Title I A FY2021 - 211.11.00.109.0.24.000.6112</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 8: Provide K-5 teachers supplemental materials to improve engagement and rigor of core lessons. Strategy's Expected Result/Impact: Improved student performance on state and local assessments.</p> <p>Nov. Guided Reading/Decodable Books K-2/Guided Math Materials provided</p> <p>Jan. Phonics Resources for Gr. 1, Gr. 5 Science Intervention, Thesaurus for 4th Gr Writing Students</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist, Principal</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Amazon Books - 211 Title I A FY2021 - 211.11.00.109.0.24.000.6399, supplemental supplies and materials for instruction - 211 Title I A FY2021 - 211.11.00.109.0.24.000.6399</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: All K-5 science teachers will design 5E lesson plans using the district resource, StemScopes. Strategy's Expected Result/Impact: Improved student performance on state and local assessments.</p> <p>Nov. Lesson plans submitted to Google Drive and are monitored by Instructional Leadership team.</p> <p>Staff Responsible for Monitoring: Principal/Asst Principal/Campus Instructional Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 10: K-2 will incorporate a number sense routine, 3-5 will incorporate a spiral review, as well as whole group instruction and guided math. Strategy's Expected Result/Impact: Improved student performance on K-5 performance assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 11: Utilize title federal funds to provide specialized support through the use of an Instructional Coach and Reading Interventionist. Strategy's Expected Result/Impact: Improved student performance</p> <p>Mar- Reading Interventionist Reading Academy @ Region 20.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: instructional coach and reading interventionist wages - 211 Title I A FY2021 - 211.xx.00.109.0.24.000.6119</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 12: Provide dual language professional development for selected dual language teachers and administration. Strategy's Expected Result/Impact: Increased student performance on K-5 performance assessments of EL students. Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: COSECHA registration - teachers - 211 Title I A FY2021 - 211.13.00.109.0.24.000.6299, La Cosecha airfare, hotel stay - teachers - 211 Title I A FY2021 - 211.13.00.109.0.24.000.6411, La Cosecha registration - admin - 211 Title I A FY2021 - 211.23.00.109.0.24.000.6299, La Cosecha airfare, hotel stay - admin - 211 Title I A FY2021 - 211.23.00.109.0.24.000.6411, subs for La Cosecha conference - 211 Title I A FY2021 - 211.11.00.109.0.24.000.6112</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 13: Provide opportunities for teachers to attend professional development and receive supplemental materials to improve their Science instruction.</p> <p>Strategy's Expected Result/Impact: Mar- Science Resources-Kamico Books</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Critical science toolkit - 211 Title I A FY2021 - 211.11.00.109.0.24.000.6399</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 14: Provide teachers a planning day where they can collaborate with their grade level over best instructional practices/strategies and review data to drive instruction. Teachers will also be able to collaborate vertically with another grade level during this time to strengthen their ability to scaffold their instruction to better meet/support the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increase in differentiated lessons that address student needs</p> <p>January Considerable Progress, grade levels have planning days scheduled for the Spring.</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Substitutes - 211 Title I A FY2021 - 211.11.00.109.0.24.000.6112</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 15: Provide specialized training for ELAR teachers on NEW TEKS overview</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 16: Provide supplemental materials for dual language classes K-2.</p> <p>Strategy's Expected Result/Impact: Improved implementation of dual language program.</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Funding Sources: Supplemental Materials for Dual Language Teachers-K-2 - 211 Title I A FY2021 - 211.11.00.109.0.24.000.6399</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 17: Provide guided reading books for grades K-2 in Spanish and English.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in Gr K-2</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 18: Provide academic intervention for students at risk of not achieving state standards, including Special Ed and EL students. Intervention includes accelerated instruction for students who have not passed the STAAR assessment Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Push in tutors - 211 Title I A FY2021 - 211.11.00.109.0.24.000.6118, Extra duty pay for extended day - 211 Title I A FY2021 - 211.11.00.109.0.24.000.6118	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19: Teachers will provide after school tutoring for students in third through fifth grade in the form of extended day for identified students on identified skills for needed improvement. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 2: POST-SECONDARY READINESS: Koennecke Elementary will maintain a minimum of 86% of the targets met in the Academic Achievement component of the Closing the Gap domain.

Evaluation Data Sources: State Accountability Summary

Summative Evaluation: None

<p>Strategy 1: Provide engaging rigorous studies in Science K-5. Strategy's Expected Result/Impact: Increased Level III performance on state and local assessments. Nov. Lesson Plans submitted in Google Docs and Monitored by Leadership Team. Staff Responsible for Monitoring: Principal, Asst Principal, Campus Instructional Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Readiness K-5. Students will make one year of growth in reading using support staff as needed to fill gaps. Ex: If a student comes into 1st grade on a level A, they need to leave on a level D. Strategy's Expected Result/Impact: Guided Reading groups will be submitted and tracked through teacher binders. Students will show a year's growth in reading. Staff Responsible for Monitoring: Principal, Asst. Principal, Campus Instructional Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Koennecke Elementary will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning. By the end of the year, Koennecke will reflect a 10% increase in score from the Panorama BOY to EOY surveys

Evaluation Data Sources: Panorama surveys, student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant

Summative Evaluation: None

<p>Strategy 1: Participate in district attendance meetings to target truancy and academic progress of students. Strategy's Expected Result/Impact: Increased overall student performance</p> <p>District meetings attended with campus incentives planned for the remainder of the year. Staff Responsible for Monitoring: Asst Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Support the Missing Matadors Matter campaign by implementing monthly attendance campaigns that encourage students to have less than 2 absences during a grading period. Strategy's Expected Result/Impact: Increased overall student performance and attendance rate.</p> <p>Monthly attendance campaigns scheduled and budgeted, in addition to December and May awards. Staff Responsible for Monitoring: Asst Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Gr. K-5 will participate in Jump Rope for Heart Strategy's Expected Result/Impact: Increased awareness of Heart Health Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Teachers will receive ALICE active shooter training. Strategy's Expected Result/Impact: Safety training Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Students will participate in ALICE active shooter drills at least every other month. Strategy's Expected Result/Impact: Safety Preparation Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Koennecke students will be recognized as students of the month. Strategy's Expected Result/Impact: Increase over all student performance and positive behaviors. Staff Responsible for Monitoring: School Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7: Koennecke students will participate in social and emotional lessons monthly through "Terry Time". Strategy's Expected Result/Impact: Increase over all student performance and social and emotional learning. Staff Responsible for Monitoring: School Counselor ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Evaluation Data Sources: Parent and Community Survey

Summative Evaluation: None

<p>Strategy 1: Hold virtual recorded meetings with parents (Coffee with the Principal) at least once each semester where parents can find out more information on various activities and programs at Koennecke Elementary.</p> <p>Strategy's Expected Result/Impact: Promote increased parental, community, business partnership involvement in school sponsored activities.</p> <p>September: Coffee with Principal was held September 7, 2020</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Attend Statewide Parental Involvement Conference Virtually.</p> <p>Strategy's Expected Result/Impact: Increased parent/community involvement.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: 2019 Statewide Parent Involvement Conference Registration - Teachers - 211 Title I - Parental Involvement FY2021 - 211.61.00.109.0.24.000.6299, 2019 Statewide Parent Involvement Conference Registration - Parent - 211 Title I - Parental Involvement FY2021 - 211.61.00.109.0.24.000.6419</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Hold Academic Night for families K-5 virtually (recorded info for parents). Activities will focus on grade level essential skills.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement</p> <p>Materials and activities planned at least once each semester.</p> <p>Staff Responsible for Monitoring: Administration, Campus Instructional Specialist</p> <p>Funding Sources: instructional materials and games for the event - 211 Title I - Parental Involvement FY2021 - 211.61.00.109.9.24.000.6239</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Koennecke will host 4 Family Nights Virtually that will showcase student work in the areas of fitness and music, and cultural awareness, to include a culminating presentation of cultures around the world.

Strategy's Expected Result/Impact: Increase parent involvement

Sept 2020-Tech night support

Staff Responsible for Monitoring: Administration

Funding Sources: Materials needed for hosted events - 211 Title I - Parental Involvement FY2021

Reviews			
Formative			Summative
Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Koennecke Elementary will increase the number of Facebook followers from 767 to 800 and the number of Twitter followers from 335 to 375.

Evaluation Data Sources: Monitor Social Media Accounts for Koennecke Elementary

Summative Evaluation: None





<p>Strategy 1: Each grade level will send a monthly bilingual newsletter informing parents of the events and activities. Strategy's Expected Result/Impact: Increased public relations and communication</p> <p>Campus Newsletter sent, grade level newsletter sent home in both languages. Staff Responsible for Monitoring: Principal/Asst Principal/Campus Instructional Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Monthly bilingual school newsletter will be sent out informing families of the months events and activities. Strategy's Expected Result/Impact: Increased public relations and communications.</p> <p>Continue to send correspondence in both languages Staff Responsible for Monitoring: Principal/Asst Principal/Campus Instructional Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Koennecke will utilize Facebook, Twitter and Remind 101, SeeSaw, Google Meets to inform families and the community of important events and activities. Strategy's Expected Result/Impact: Increased public relations and communications Staff Responsible for Monitoring: Principal/Asst Principal, Campus Instructional Specialist, Library Media Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Follow the district's translation procedure guidelines for the CIP, letters to parents, newsletters, Parent & Family Engagement Policy, School-Parent Compact etc... Strategy's Expected Result/Impact: Increase the amount of parental involvement by communicating with families in multiple languages. Staff Responsible for Monitoring: Principal Funding Sources: Translation Services - 211 Title I - Parental Involvement FY2021 - 211.61.00.109.0.24.000.6299</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Develop and distribute the Parent and Family Engagement Policy. Strategy's Expected Result/Impact: Increase the amount and quality of parental involvement activities. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6: Koennecke will host Virtual (recorded) Open House, Game Night, and Cinco de Mayo events. Strategy's Expected Result/Impact: Increase parental and community involvement. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Koennecke Elementary will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

<p>Strategy 1: Campus Leadership Team will name and recognize a teacher of the week each week. Strategy's Expected Result/Impact: Increased teacher performance in meeting the diverse needs of their students. Staff Responsible for Monitoring: Admin Team</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Campus Leadership Team will name and recognize a grade level of the month. Strategy's Expected Result/Impact: Increased teacher performance in meeting the diverse needs of their students. Staff Responsible for Monitoring: Admin Team</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers from each grade level will meet members of the Instructional Leadership PLC every week to discuss campus needs and plans of action. Strategy's Expected Result/Impact: Increased teacher performance in meeting the diverse needs of their students through improved state and local benchmarks and assessments. Staff Responsible for Monitoring: Principal/Asst Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Principal and Assistant Principal will conduct a minimum of 10 walkthroughs per week to support personal growth for teachers. Strategy's Expected Result/Impact: Walkthroughs will provide teachers with feedback on their teaching strategies, levels of interaction, student engagement, and teacher behaviors. It will allow the administration to provide resources and supports. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Instructional Coach will implement the Coaching Cycle to support professional growth for all staff and admin will continue to strengthen their ability to build teacher capacity through the coaching model. Strategy's Expected Result/Impact: The use of the coaching cycle will allow teachers to improve their teaching craft through consistent collaborative feedback. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Admin Registration - 211 Title I A FY2021 - 211.23.00.109.0.24.000.6299, Teacher/Coach Registration - 211 Title I A FY2021 - 211.13.00.109.0.24.000.6299</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 6: Provide Solution Tree PLC training for teachers and administrators</p> <p>Strategy's Expected Result/Impact: Correct implementation of the professional learning community structure will foster efficient grade level planning and instructional delivery for increased student achievement.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Workshop registration - 211 Title I A FY2021 - 211.13.00.109.0.24.000.6299, PLC Books - 211 Title I A FY2021 - 211.13.00.109.0.24.000.6399</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: The school counselor will attend the ASCA (American School Counselor's Association) Conference or Texas Counseling Association/Texas School Counselors Association Conference to continue learning how to better support our students, faculty, families and communities.</p> <p>Strategy's Expected Result/Impact: The counselor will share the knowledge, skills, linkages and resources to promote student success in the school, the home, the community and the world.</p> <p>Staff Responsible for Monitoring: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Moya, Crystal	Instructional Coach	Title I/Title II	.7/3